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ABSTRACT

The first 15 pages of the manual provide: (1) background information on the importance of adult education, the need for adult education statistics, the International Standard Classification of Education (ISCED), and the scope of the term adult education; (2) the application of ISCED to adult education and the ISCED classifications (levels, fields, and programs); and (3) the need for national statistical services for adult education with suggested organizational forms and data collection, processing, analysis, and publication techniques. The remainder of the document consists of three appendixes. Appendix A (13 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to the parent agencies which organize programs of formal adult education. Appendix B (12 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to parent agencies which organize programs of nonformal adult education. Appendix C (21 pages) defines with respect to scope and meaning the various terms used in ISCED. (Author/JR)

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Division of Statistics
on Education
Office of Statistics
June 1975

Manual for the collection of adult education statistics

Within the framework
of International Standard
Classification of Education
(ISCED)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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BACKGROUND INFORMATION

Introduction

1. UNESCO has undertaken over the past few years a major operation to improve the quality and international comparability of statistics on Education. This has culminated in the general acceptance by the 1975 International Conference on Education of an International Standard Classification of Education (ISCED)* for use by statisticians and planners. One of the most important innovations introduced into this exercise has been the decision to include statistics on Adult Education along with those of the Regular School and University systems.**

2. The present Manual has been written in order to further this endeavour and is intended to explain and facilitate the use of ISCED for the collection of Adult Education statistics.

3. It is, therefore, essentially a Manual for statistical offices responsible for the collection of national statistics on education. It includes, in Appendices A and B , model questionnaires with accompanying instructions, which, with suitable adaptation to national and local situations, can be used to collect information from Adult Education agencies. Appendix C attempts to provide clear cut definitions of Adult Education and some of its component fields and programmes, which it is hoped will facilitate both the collection and presentation of statistical data.

4. The importance of adult education

A growing recognition of the importance of adult education is evident on all sides. The expansion of scientific research, the knowledge explosion, the growth of world population, the accelerated rate of change in human society and its environment resulting from new technology, the dangers to the environment that many of these changes threaten - all these mean that knowledge acquired by young people at school and university tends to become inadequate to meet the changing needs of adult life.

5. In many developing countries the population explosion has outpaced the expansion of the school system, so that a growing number, albeit a diminishing percentage, of the world's adult population continues to be illiterate. For them education and training are vitally important, both for their own fulfilment and to enable them to make a significant contribution to national development. In industrialized countries, increasing wealth and leisure arising from new technology lead to extensive demands for adult education which will contribute to a more creative and satisfying life; at the same time an increasing life span,

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* UNESCO: International Standard Classification of Education (ISCED) Paris, 1975: obtainable from: Office of Statistics, Unesco, Paris.

** In this context, "university" is taken to include education provided by all institutions of higher education, e.g. Junior colleges, teacher training colleges, etc. as well as universities. See §17 for a definition of "regular school and university education".

pensionable retirement systems and a growing number of early retirements have created a student group of senior citizens with time and motivation for continuing education.

6. Finally, economic considerations suggest that the application of scarce resources to the educational system in countries at all stages of development be based on an examination of the relative cost-effectiveness of expansion in the regular school and university system as against expansion in facilities for education and training for adults.

7. Adult education will thus take its place, within life-long education, providing opportunities to acquire knowledge, skills and understanding needed in work, family and society, to satisfy the desire for organized learning related to personal needs and interests, and to remedy shortcomings in previous education. Its content will potentially extend into every field of life which can be encompassed by organized learning.

8. The need for adult education statistics

The increasing importance of adult education should be reflected in integrated plans for life-long education as an element in national development plans. Planning, however, is impossible without adequate statistics. Educational statistics covering the regular school and university system, even if imperfect, have been available for many years in all countries and internationally. In the case of adult education, however, little or no statistical information exists. This is due, in large measure, to the variety of educational activities undertaken by adults and young people out of school *, to the sporadic nature of many such activities and still more to the diversity of agencies, both governmental and private, which provide such educational programmes.

9. The need for more adequate statistics of adult education is on record in numerous reports resulting from national and international enquiries and meetings. The Third International Conference of Adult Education sponsored by Unesco in Tokyo in August 1972 drew attention to "the absence of any methodology for listing the various forms of adult education, and the urgent need for statistical data in order to work out and to implement adult education plans". It, therefore, called upon Member States and Unesco "to develop a basis for the collection of international statistics on adult education. **

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* The term "adult education" is used throughout this document as synonymous with "out-of-school education".

** Unesco, Final Report of the Third International Conference on Adult Education, Paris, 1972, Recommendation 14.

10. At the national level the long-term aim should be to develop a statistical system which will provide a basis for the planning and evaluation of adult education. Ideally this should include such information as the socio-economic characteristics of participants and non-participants. However, the most immediate aims, envisaged in this Manual, are to develop an inventory of adult education programmes and a measure of participation (students) and of resources allocated (staff and finance).

ISCED

11. Since 1966, in response to the growing demand for more international comparability in education statistics, the Office of Statistics of Unesco, with the help of consultants and international meetings of experts, has developed the International Standard Classification of Education (ISCED), as an instrument for collecting and compiling statistics of education both within individual countries and internationally. It is intended that the classification will apply to data from both the school and university systems and to the wide range of programmes of organized education and training provided outside these systems. ISCED also provides the much-needed definitional basis for identifying such programmes.

12. The decision to combine out-of-school education with the more structured school and university systems and to include adult as well as child education in a single classification system may complicate the task of data collection in as much as adult education is provided by a multiplicity of agencies. It is, however, in harmony with modern developments in educational policy and planning and with the new concept of life-long education.

13. The provision of a common classification framework for regular school and university education and adult education does not, of course, mean that, in statistical tabulations, figures for enrolment, etc., of children and young people in regular education programmes cannot be shown separately from information on adult education. However ISCED now permits comparisons by programme, field or level of study between these two types of education, which previously had been compared only in terms of total expenditures. It will thus make possible a more complete and integrated statistical presentation of the total educational provision in particular countries and eventually in the world as a whole.

The present Manual: its development and purpose

14. ISCED thus constitutes a framework for the collection and analysis of statistics on adult education. But it is just a framework. The task of establishing efficient statistical systems to accommodate adult education within countries and on a world scale will still be formidable. In order to facilitate this task, a working document*

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* "Proposals for the Collection of Adult Education Statistics" (COM-74/ISCED/5).

was circulated to all Member States, and to all United Nations organizations. It was tested in two pilot projects in the Libyan Arab Republic and Norway, and reports of these pilot projects * were presented to an Intergovernmental Meeting of Experts in December 1974. This present Manual is a revised version of the working document, incorporating the experiences of the two pilot projects and suggestions made at the 1974 Meeting.

15. It should not be regarded as definitive, but still to be amended and improved progressively in the light of experience gained in its application. The Office of Statistics of Unesco would therefore be grateful to receive any reports on its application as well as comments, criticisms and proposals for its improvement.

16. The Manual is intended to help Member States by suggesting the type of organization required in a typical country, how existing statistical systems might be adapted or new systems planned and how data should be collected and analysed. Since the value of the national statistics will depend largely upon the accuracy and completeness of the primary data provided by the adult education agencies, detailed instructions and guidance will have to be given to these agencies, together with standard questionnaires and instructions. Models for these are included in Appendices A and B as a convenient way of developing standard procedures to provide comparable information.

Scope of the term "Adult Education"**

17. The term "ADULT EDUCATION" as used here is synonymous with "out-of-school education" and means education provided for the benefit, and adapted to the needs, of persons not in the regular school and university system and generally fifteen and older. The application of this definition requires a clear statement of what is meant by "Education". For the purposes of ISCED, "EDUCATION" is taken to comprise organized and sustained communication designed to bring about learning. Since Adult (out-of-school) Education is distinguished from Regular school and university education, this term also needs to be defined. It is used in ISCED to describe the system that provides a "ladder" by which children and young people may progress from primary schools through universities (although many drop out on the way). It is designed and intended for children and young people, generally beginning at age five to seven up to the early twenties (although in some circumstances older students are accommodated along with their younger colleagues).

18. On a different axis two other categories need to be distinguished:

Formal Education - education in which students are enrolled or registered regardless of the mode of teaching used; i.e.: it includes an educational series transmitted by radio or television if the listeners are registered.

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* (1) "Statistics on formal programmes of adult education in the Libyan Arab Republic, 1973, classified by ISCED" - COM-74/ISCED/Ref.2, Paris, 1974. and "National Directory of Adult Education Programmes in the Libyan Arab Republic", ED.75/CONF.601/Ref.1, Paris, 1974. Unesco, Office of Statistics.
(2) "Adult Education statistics in Norway", The Central Bureau of Statistics, Oslo, Norway, 1974.

** Appendix C gives detailed guidance on the application of definitions appearing in the following paragraphs, and deals with a number of border-line cases.

Non-formal Education = education for which none of the learners is enrolled or registered.

For the purpose of ISCED enrolment or registration is considered to be the distinguishing feature between "formal" and "non-formal" education.

Enrolment means here the act of identifying oneself as wishing to follow a particular educational programme and being accepted as a student.

Registration means enrolment followed by the recording of the student's name and other particulars in a register, which is often used to record attendances or submission of written material.

19. The spectrum of "adult education" based upon ISCED thus excludes on the one hand, learning activities which do not involve organized communication and hence are not regarded as "education"; and on the other, "regular school and university education". It should be noted that "formal" education is not considered as a synonym for "regular school and university education", nor "non-formal" as a synonym for "adult (out-of-school) education". All regular school and university education is essentially "formal", in the sense that students are enrolled and registered. Adult education, however, can be "formal" or "non-formal". The distinction may may not always be sharply defined, but needs to be made for statistical purposes; for example, by definition, statistics of student enrolment are unobtainable in the "non-formal" field.

20. Another major category on a third axis applying to the whole universe of education is: Special Education, i.e. education specially designed for exceptional students who, due to physical or mental handicap, extraordinary mental capacity, or special circumstances (e.g. a migratory or unusual way of life), must be provided with special aids or special teaching facilities. In many countries special classes, special schools or special programmes are provided, and these may be found in adult education as well as in the regular school and university system.

21. It is likely that most countries will initially limited the collection of adult education statistics to formal adult education. The 1974 Intergovernmental Meeting, however, recommended that Unesco carry out studies in non-formal adult education. Since the type of data obtainable for these two areas of adult education is somewhat different, and may often have to be obtained from different agencies, separate model questionnaires and instructions are included in Appendices A and B.

ISCED APPLIED TO ADULT EDUCATION

The ISCED system

22. The ISCED document is essentially a dictionary of educational programmes. Each programme has a code number, a short title and a definition. Definitions are provided to assist users of the ISCED system in interpreting the titles which are inevitably somewhat cryptic. The code number for each programme of study consists of five digits.

Levels (digit 1)

23. The first digit (reading from left to right) identifies the level which as the term implies, distinguishes the broad steps of progression through the regular school and university system from the very elementary to the most advanced. Provision has also been made for programmes which cannot be defined by level, and some formal and many non-formal adult education programmes will fall into this category. The codes for level are as follows:

0 Education preceding the first level*

1 Education at the first level

2 Education at the second level, first stage

3 Education at the second level, second stage

5 Education at the third level, first stage, of the type that leads to an award not equivalent to a first university degree

6 Education at the third level, first stage, of the type that leads to a first university degree or equivalent

7 Education at the third level, second stage, of the type that leads to a postgraduate university degree or equivalent

9 Education not definable by level

These levels are defined in the Introduction of the ISCED document (paras. 17 - 20),

24. It should be possible to identify the levels of most of the programmes and courses given in formal adult education. This will be done not by reference to the age of students but by reference to the prior educational experience explicitly or implicitly required by the student to follow the programme. In certain cases this will be explicitly required for enrolment; e.g. "In order to follow this course students should have secondary education with (a) or (b) certificates in (x) and (y) subjects" (levels 5 or 6), or "Students should be graduates in (x) or (y)" (level 7). In other cases programmes or courses can be compared in difficulty or actual content to corresponding programmes in the schools or universities. Or again the adult education organizers or teachers can assess what sort of prior educational experience students would be expected to have, even though this is not explicitly stated in the prospectus or required for registration. Where it proves impossible to determine the level of a programme by means such as these, it will be assigned to category 9 "education not definable by level".

25. Some non-formal programmes, such as literacy by television for which there is no enrolment, may be at a recognizable level; many, however, such as agricultural extension (and most mass media programmes) are not designed at a recognizable level, and will therefore fall into level category 9.

"Fields" (digits 2 and 3)

26. Digits 2 and 3 identify the field of study. The code for each field remains the same at all levels. Thus, code 62 will mean "Agriculture, forestry and fisheries" at levels 2, 3, 5, 6, 7 and 9. Of course some fields do not exist at every level, e.g. law and jurisprudence programmes are not found at levels 2 or 3 whilst literacy programmes occur only at level 1. The field codes are listed below and definitions

for combinations of level and field can be found in the main section of ISCED.

01 General
08 Literacy
14 Teacher training and education science
18 Fine and applied arts
22 Humanities
26 Religion and theology
30 Social and behavioural sciences
34 Commerce and business administration
38 Law and jurisprudence
42 Natural sciences
48 Mathematics and computer science
50 Medicine and health
52 Trade, craft and industrial, n.e.c.
54 Engineering
58 Architecture and town planning
62 Agriculture, forestry and fishery
66 Home economics (domestic science)
70 Transport and communication
78 Service trades
82 Mass communication and documentation
89 Other

27. It is assumed that all programmes of adult education whether formal or non-formal, will be identifiable as falling within one of the fields listed. Some may perhaps overlap two or even more, in which case entries should be allocated to what appears to be the most important field.

Programmes (digits 4 and 5)

28. Digits 4 and 5 identify programmes within the various levels and fields. Programmes are defined as courses or groups that are related in terms of subject-matter content. ISCED has codes for some five hundred programmes. Although it might be ideal to use this full range of codes to classify adult education programmes, in practice it may be too

elaborate, at least in the initial stages. Appendices A and B contain an abbreviated list of field and programme codes, but each country is advised to compare it with the full list in ISCED and to make appropriate changes in view of its national requirements and conditions.

NATIONAL STATISTICAL SERVICE FOR ADULT EDUCATION

National Organization

29. The responsibility for collecting and compiling statistics on adult education should be vested in a competent central organization. In some countries, where adult education statistics are already collected, an adult education statistical unit may exist. Where comprehensive statistics have not been collected previously in this field, and the government accepts the necessity of doing so, the first step will be to set up a new unit or to invest responsibility in an existing organization. This may be the Central Statistical Authority, the statistical office of the Ministry of Education or some other appropriate Ministry, although it must be remembered that in many countries adult education does not fall within the responsibility of any single Ministry. Other possibilities are non-governmental organizations, national adult education associations, or adult education institutes or departments within the university system.

30. The successful establishment and operation of an adult education statistical service will depend on securing the willing collaboration of adult education agencies and those who serve them. It may be useful from the outset to invite them to be represented on an advisory working group together with key personnel of the national statistical services and other relevant specialists.

31. Where there is already an established system for collecting adult education statistics it will be for the national unit to decide how far this needs to be modified, always bearing in mind the need for each country to provide for those additional data-elements which may be required for national purposes.

32. The schedule of activities of the national unit responsible for adult education statistics assisted as appropriate by the suggested working group, might appropriately be defined as to:

a) study the present Manual and its Appendices and ISCED, and to determine how they can be applied within the country;

b) make a survey of agencies providing adult education;

c) design a collection scheme;

d) collect the data;

e) process, analyse and publish the data.

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33. In larger countries, and especially those operating under a federal system, many of these functions will have to be decentralised to regional, state or provincial government or other agencies.

Initial Study and Planning

34. The first task suggested above for the national unit is to study this Manual and ISCED. The aims of such a study would be to:

a) consider the applicability of the Manual and ISCED, nationally and locally, to the task of collecting and analysing adult education statistics;

b) consider any changes and amendments required in the proposed procedures, forms and instructions;

c) communicate to the Unesco Office of Statistics any comments, criticisms or proposed amendments to the Manual or to ISCED.

A Survey of Adult Education Agencies

35. The second task for the national unit, working where appropriate through authorized regional units, will be to carry out a nationwide survey of agencies providing adult education of all kinds, including special education and training for adults. The aims of this survey should be to:

a) draw up a Directory of adult education agencies;*

b) identify those agencies which could and should supply relevant data.

36. Some countries already possess information, for example in reports, directories or yearbooks, which may make a survey unnecessary or at least lighten the task. Where such information is not available or not sufficient, the task of locating agencies may be considerable. It may be possible to use the press, radio and other media of mass communication to assist in contacting the agencies.

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* c.f. Office of Statistics, Unesco, "National Directory of Adult Education Programmes in the Libyan Arab Republic". ED. 75/CONF.601/Ref.1. Paris, 1974.

37. In addition to the use of mass media, an initial written enquiry should be addressed directly to all government ministries, central and local education authorities and establishments, and non-governmental organizations assumed to be involved in any form of adult education. It may also be desirable for the person concerned in the national unit to follow this up by visits to the various agencies to explain to their staff exactly what is involved and to elicit the essential information. This was found to be necessary in the Libyan pilot project referred to above.

38. The initial enquiries should contain the following elements:

a) a statement of the aim of the enquiry and the use to which it will eventually be put in improving adult education statistics;

b) a definition in broad and simple terms of "adult education" - the field to be covered;*

c) a request to respond with appropriate information, particularly:

(i) the address of their central office and names of responsible staff;

(ii) an indication of the scope and magnitude of their operation in terms, for example, of the types of programme offered, both formal and non-formal, their duration, the total budget, staff employed, geographical area covered;

(iii) whether they have any programmes of special education for handicapped adults;

(iv) whether they keep any statistical records and if so whether they publish any statistical data;

(v) whether they could, with appropriate guidance, establish new systems or introduce essential modifications in their existing systems of recording and reporting.

39. This initial survey and the production of a working Directory of Adult Education Agencies might take anything from a few months to more than a year, depending upon the strength of the organization available, the size of the country, the extent and diversity of adult education and the amount and quality of information available about it. It will be an important function of the national statistical unit to keep the Directory up-to-date and to prepare and revise a mailing list of agencies able and willing to supply data. It may be considered useful to publish this Directory for the benefit of educational authorities and planners and the general public.

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* Appendix A, §A3 to §A8, contains a definition which may be useful.

40. A Data Collection Scheme

Before the collection of data can begin the national statistical unit, assisted perhaps by the advisory working group suggested in paragraph 30, must take a number of decisions regarding coverage and procedures. Specific decisions will have to be taken as to which agencies revealed by the initial survey should be asked for data. A more general policy decision will, however, have to be made as to whether to extend data collection to non-formal adult education.

41. Once the decisions on coverage are taken, the national statistical unit will need to prepare and print the necessary questionnaires and instructions. It is essentially to assist them in this task that the model questionnaires for formal and non-formal adult education, with suggested explanations and instructions, are included in Appendices A and B However clearly these are drafted, and however well they are adapted to national and local situations, it is hardly likely that simply mailing them to adult education agencies will result in the return of adequate data. Further advice and guidance will surely be necessary. Visits to agencies by a staff member of the national statistical unit, short seminars or meetings for adult education organizers, articles in suitable journals, and indeed all appropriate methods and channels will have to be used to explain the procedures and help agencies to apply them. In particular all agencies providing formal types of adult education should be convinced of the importance of registering enrolled students and keeping the kind of attendance registers which will supply the information needed to complete the questionnaire. Where records are already kept, they may have to be modified or improved. In either case the adult education agency may need additional staff-time and the application of some 'know-how'. The suggestion is therefore made that in the initial stages of developing a national system for adult education statistics, the national statistical unit might allot a small proportion of its staff and budget to providing an advisory service, whose aim would be to explain the importance of complete and accurate statistics and the national system for providing these, to indicate the international significance of this service, and above all to improve record keeping.

Collection of Data

42. This Manual is written on the assumption that it will have to be used by a variety of adult education agencies. Some will be government departments or services, for example Ministry of Education departments of adult or further education, the Ministry of Health or the National Employment Service. Some will be communal education authorities

with varying degrees of autonomy. Some will be educational institutions, like universities, providing extra-mural courses in their neighbourhood, or non-governmental organizations with national or local headquarters, local establishments such as People's or Worker's Universities, or Folk High Schools.

43. The national statistical unit will frequently send its questionnaires to "parent" agencies, who, in turn, will have to obtain primary programme data from their branches or other units. Sometimes, however, the questionnaires will have to be sent to an agency which is "self-contained" and not decentralised, for example an independent national or local adult education establishment with no "parent" body, or a national broadcasting service or correspondence college, which is providing its own educational service direct to its clients. The same questionnaires (Forms A and B) are proposed for the use of both "parent" and "self-contained" agencies. Information already collected by a "parent" agency may be sufficient to enable it to complete one or both of these Forms. If not, it should be asked:

a) to send copies of the relevant Forms to its local units;

b) to verify and correct them when returned;

c) to ensure that the code numbers for Level, Field and Programme correspond to the lists in Appendices A and B;

d) in certain cases to summarize the numerical data;

e) to add any data which may only be available centrally;

f) to return the completed Agency Forms to the national statistical unit.

A "self-contained" agency should be asked to send the completed Form directly to the national statistical unit.

44. Adult education is provided by a wide variety of agencies and institutions and it may be necessary for practical reasons, at least in the initial stages, to limit the collection of data about some of them. In particular, it may take some time to extend coverage to all adult education provided by the armed forces and by private industry for their own personnel. Many adult education programmes are of quite short duration and national statistical offices may find it necessary initially to limit data collection to programmes requiring a certain minimum number of hours of study time. If such a limit has been applied, then statistical offices should indicate the cut-off point when reporting their national statistics. It is hoped that no

cut-off point will be greater than fifty hours of study. Since coverage may vary from one country to another, it is specially important in publishing national statistics in this new and complex field of Adult Education, and more still in forwarding returns to Unesco for international publication, that the fullest possible explanation of the areas covered and not covered should be included, as well as the cut-off points, for example, of duration of study.

45. The suggested questionnaires and instructions for Adult Education Agencies (Appendices A and B) have been drafted with the following considerations in mind:

- that copies of ISCED will not be available to all the agencies which are actually providing adult education and whose staff will be responsible for collecting and submitting the primary data;
- that it is therefore necessary to emphasize the importance of reporting statistical data within the ISCED framework by adhering to the selective list of appropriate programme titles such as that suggested in Appendix A;
- that the responsibility for checking, verifying and completing returns and reconciling them with the complete pattern of ISCED will rest with the national statistical unit.

Processing, Analysis and Publication of Data

46. When the completed returns are received by the national statistical unit they must be collated in order to make a national summary. A visual check of each form will have to be made to ensure that data are complete, legible and prima facie accurate. Forms A & B in Appendices A & B have been designed for the use of ISCED codes, but the form completed by respondents will probably have narrative descriptions of each programme. These narrative descriptions will have to be assigned ISCED codes, and it is a prerequisite to summarization that all programmes should be thus coded. It may be possible to delegate to the administrative staff of sizeable parent adult education authorities the task of verifying, correcting, coding and summarizing forms received from their operating units. The forms can be summarized manually or by computer. All countries will be following the same procedure for summarization, so the computer systems and programmes could be shared between countries.

Summarization of Form A returns*

47. When the completed forms have been received and checked for legibility, completeness and consistency, they should be sorted

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* This section should be studied in conjunction with Appendix A.

into groups according to the principal mode of education reported in box (9). Each of the groups should then be summarized separately on a blank copy of Form A in the following manner:

- Check box (9) to indicate which group is being summarized.
- Add the contents of boxes (10) to (17) and transfer these totals to the national summary sheet.
- In columns (1), (2) and (3) of the national summary sheet list all different programmes (combinations of (1), (2) and (3)) that have been reported.
- Enter the sum of columns (6), (7) and (8) for each programme.
- For each programme, calculate a weighted average of the expected number of hours of instruction and independent study(cols. (4) and (5)) according to the following formulae:

$$\text{Col. (4) (National summary)} = \frac{(4_1 x 6_1) + (4_2 x 6_2) + \ldots (4_n x 6_n)}{\Sigma 6}$$

$$\text{Col. (5) (National summary)} = \frac{(5_1 x 6_1) + (5_2 x 6_2) + \ldots (5_n x 6_n)}{\Sigma 6}$$

48. For example, if three literacy courses have been reported, and the figures are as follows:

	Column Numbers					
	1	2	3	4	5	6
Literacy Course 1	1	08	11	100	50	2,000
Literacy Course 2	1	08	11	150	-	50
Literacy Course 3	1	08	11	400	-	950

then the national return would be:

Col. (4) (National summary) = $\frac{(100 \times 2{,}000) + (150 \times 50) + (400 \times 950)}{2{,}000 + 50 + 950}$

= 195.8 or 196 (rounded)

Col. (5) (National summary) = $\frac{(50 \times 2{,}000) + (0 \times 50) + (0 \times 950)}{2{,}000 + 50 + 950}$

= 33.3 or 33 (rounded)

49. Preparation of the Annual National Summary will be easier if consultation and collaboration with the Agencies is well-established. Where mechanical or electronic data processing equipment is available centrally or locally it could be used. Summarized data of these reports will be sent to Unesco and will be established in several world statistical tables. It will also provide a starting point for in-depth research and planning at national and regional levels.

Summarization of Form B returns*

50. When the completed Form B returns have been received and checked for legibility, completeness and consistency, columns 3 to 8 should be totaled by field of study, and a grand total for each column should be calculated. Data on Operating Income should be totaled for each of the boxes 9 to 13. The non-statistical elements (name, address and telephone number of each agency) can be incorporated into a national directory of non-formal programmes of adult education, which can be published for the benefit of planners, researchers and the general public.

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* This section should be studied in conjunction with Appendix B.

APPENDIX A

SUGGESTED QUESTIONNAIRE AND INSTRUCTIONS FOR THE COLLECTION OF STATISTICS ON FORMAL ADULT EDUCATION

The purpose of this appendix is to suggest the type of questionnaire and instructions that national statistical offices might wish to send to the parent agencies which organize programmes of formal adult education. It is expected that the national statistical office will adapt this appendix to its own needs and to the prevailing conditions in the country. Terms such as "education at the second level : first stage" may not be well understood, and it may be preferable to use the more common national equivalents, such as "preparatory level" or "middle school", etc.
Certain columns in Form A can be subdivided for additional detail, and then aggregated at a later stage for reporting international summary statistics.

Introduction

A1. Member States of Unesco are taking steps to obtain information about the provision made for adult education within their country. In most countries this information has to be obtained from many agencies and institutions in a form that will make it possible to prepare a consolidated national report and to compare information from different countries. It is hoped that the information can be linked with that about school and university education. To make this more possible, Unesco has published an International Standard Classification of Education (ISCED).

A2. In reading these notes please bear in mind that they are addressed to many governmental and non-governmental agencies, some of which will be parent agencies, operating large mixed programmes from various centres and some of which will be self-contained agencies, having only one national or local centre. The form discussed later and the instructions relating to it have been set out to help agencies that have not, until now, attempted to collect statistics in a regular way. If you already have a system for collecting adult education statistics that is not quite the same as the one proposed here, it may be possible to provide the required information without having to change your system.

Adult Education defined*

A3. The term "adult education" means the same as "out-of-school education" and covers all organized educational activities provided for people who are not in the regular school and university system and who are generally fifteen or older. The "regular school and university system" provides a "ladder" by which children and young people may progress from primary schools through universities. It is designed and intended for children and young people, generally beginning at age five to seven up to the early twenties.

A4. Programmes covering the same subject matter as given in the "regular school and university system" are also found in adult education (adult literacy programmes ; secondary and post-secondary programmes intended for persons who are older than the children and young people in corresponding levels of regular school and university). These adult education programmes are often carried on in school and university premises, and may be sponsored by the same educational authorities.

A5. Adult education will also include a range of programmes which may not be called "education", but perhaps "training", "extension", or "community development". Provided they are educational, in the sense that teachers, instructors or extension workers communicate knowledge, understanding, attitudes or skills to adult "students" or "clients" or "target audiences", they should be regarded as "adult education". However, activities which have no direct educational purpose or involve no sort of teacher/learner relationship, for example, recreational activities, sport or tourism without an educational

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* Appendix C of this Manual gives detailed guidance on the scope and meaning of various terms used in ISCED, [such as "Education", "Adult Education" "Formal" and Non-formal"]. It will be for the national statistical offices to decide whether they include some of this detailed guidance on the use of terms with their instructions to adult education agencies.

purpose, conferences or meetings, entertainments, advertising programmes or workcamps with no explicit educational aims, should not be included.

A6. It is hoped to obtain statistics of two kinds of adult education which can be described as "FORMAL" and "NON-FORMAL". [This appendix deals with "formal" adult education as defined below.]

Formal Adult Education

A7. Adult education is regarded as "formal" if students are enrolled or registered. It may be provided in three main ways or by a combination of them, viz.:

a) classes or groups in which people enrol for fixed periods for study or for discussion of an agreed field of study with a teacher or leader;
b) use by registered students of Radio or TV programmes designed and transmitted as educational series ; and
c) enrolment in correspondence courses.

A8. In formal adult education, therefore, it should be possible, if adequate records and registers are kept, to provide data on the numbers of people enrolled for different courses and for different lengths of time. Paragraphs A11 to A25. explain how this might be done. Form A (see overleaf) has been designed for reporting data on formal adult education.

Non-Formal Adult Education

A9. Any educational work with adults who are not enrolled in formal groups or registered as listeners, viewers or correspondence students should be regarded as "non-formal". This part of adult education is covered by a separate questionnaire (see Appendix B).

A10. Where the same agencies are providing both formal and non-formal programmes it will be for the national statistical office to decide whether to send them separate instructions along the lines of Appendices A and B or to combine them into a single document.

FORM A

REPUBLIC OF XYZ

CENTRAL STATISTICAL OFFICE

Formal Adult Education Programmes for the Calendar Year 19.. (or the corresponding academic year)

Form completed by :

Name of Agency :

Mailing Address :

Telephone N° :

PART I : Programme data

Type of Programme			Expected Number of Study Hours Per Student		19.. Enrolment by Programme		Numbers completing at least half of the expected study hours reported in column 4
Level	Field of Study	Pro-gramme	hours of instruc-tion	hours of indepen-dent study	Total M F	of which F	
1	2	3	4	5	6	7	8

Principal Mode of Education (check one)

9	(✓)
Face to face with teacher	
Corres.	
TV	
Radio	
Multi-media	
Other	

Total Teaching Staff
10

Total Number of teaching and/or broadcast hours
11

++++++

General notes

A11. Form A (see previous page) is a record sheet to be sent to self-contained units as well as to parent agencies. Self-contained agencies will complete a single copy of Form A and return it to the Central Statistical Office. Parent agencies will distribute one form to each of their local units, collect the replies, add their own data and then return the forms to the Central Statistical Office.

A12. The formal adult education programmes to be reported are those which:

a) involve some sort of teaching/learning relationship and the communication of knowledge, understanding, attitudes or skills. — This means they are education.

b) are intended and adapted for adults or young people not in the regular school and university system. — This means they are adult education.

c) require registration or enrolment. — This means they are formal.

d) were held during 19.., or the 12 month administrative year which corresponds most closely to it. (whichever is appropriate) — This is a statistical limitation

What is "Coding"?

A13. Coding is a way of sorting out information by allotting the same numbers to common parts of the information which would otherwise be described in words. If the information sent to the national adult statistical authority is accurate and properly coded it will help it:

- to build up a complete and accurate statistical picture of adult education in the country;
- to relate the statistics of adult education to the classification of regular school and university education using the ISCED classification system mentioned at the beginning of this document, and therefore

- to allow for the provision of fuller and more accurate statistics of education of all kinds throughout the world.

A14. ISCED provides a classification system which divides education into 'Levels', 'Fields of Study' and 'Programmes'. Using ISCED, any programme of "Formal" Adult Education could be classified as relating to:

- one of six Levels (or as not definable by Level);
- one of twenty-two Fields;
- one of some five hundred Programmes.

A15. The full code consists of five digits. Starting from the left:

- the first digit represents the Level;
- the second and third digits represent the Field;
- the fourth and fifth digits represent the Programme.

Coding for Level - Column 1 of Form A

A16. The Code numbers for the Levels and how to select them for entry on Form A are shown below. If an adult education programme is comparable to one in the regular school and university system, enter in Col. 1 the code number for the appropriate level shown below. If no particular previous education is required for enrolment enter '9' in Col. 1, meaning 'Not definable by educational level'.

A17. The following list briefly defines the levels of Regular School and University Education (RSU) and indicates corresponding types of adult education (AE).

	Code Numbers for 'level'
Education at the first level	1
RSU - usually begins age 5 to 7 and lasts for about 5 years.	
AE - literacy programmes and some vocational programmes designed for illiterate adults. Also post-literacy programmes (e.g. grades 4 and 5).	
Education at the second level : first stage	2
RSU - begins at about age 10 - 12 and lasts for about 3 years.	
AE - remedial programmes for early school leavers and elementary vocational programmes.	
Education at the second level : second stage	3
RSU - begins at about age 13 - 15 and lasts for about 4 years.	
AE - programmes offering opportunities for mature people to obtain prerequisite certificates, or exemption from them for employment or admission to higher level academic or professional education.	
Education at the third level : first stage, of the type that leads to an award not equivalent to a first university degree	5
RSU - begins at about age 17 - 19 and lasts for about 3 years.	
AE - a very large and important variety of vocational and technical refresher and sandwich courses and courses for teaching, social work and similar "roles".	
Education at the third level: first stage, of the type that leads to a first university degree or equivalent	6
RSU - also beings at about age 17 - 19 and lasts for about 4 years.	

Code Numbers for 'level'

AE - Offered by correspondence institutions, by the 'Open University' and equivalents and by extension and adult programme departments of normal universities.

Education at the third level : second stage, of the type that leads to a post-graduate university degree or equivalent — 7

RSU - includes all education beyond level 6.

AE - programmes offered by rare institutions catering specifically for adults at this level. Also high-level post-experience courses, broadcast courses, etc. provided for specialists - usually graduates.

Education not definable by level — 9

RSU - None

AE - the many programmes in formal adult education that do not specify or imply pre-requisite standards of education for enrolment and are not directed towards progression from one educational level to another.

A18. In applying ISCED to adult education the first requirement is to classify it by level. It is intended that this should be done through association with the 'core' of school and university programmes. Even when an adult education programme is not identical or very similar in its content to any programme in the 'core', it may still be identified as requiring, explicitly or implicitly, a similar minimum of prior educational experience for admission. By this means it is hoped that much adult education will be classifiable by levels. Only if a programme is such that no minimum educational prerequisite can be determined will it be placed in category 9 - 'not definable by level'.

Coding for Field of Study and Programme - Cols. 2 and 3 of Form A

A19. The list of code numbers applicable to adult education for fields and programmes can be found at the end of this Appendix.

- Enter in column 2 the appropriate code number from the list for the main field of study covered by the programme. If it appears to involve more than one field, choose the one which seems most important.

- If a programme sub-division of the fields is shown in the list, enter the appropriate code number in Col. 3. If there is no programme sub-division enter '00' in column 3.

Columns 4 to 8 of Form A		Form A Column Numbers
A20	- Enter for each programme identified in Columns 1 to 3 the number of study hours that students were expected to complete during the 12 month reporting period. The expected number of study hours for each programme will be composed of two elements :	4 / 5
	- The first element will be the number of hours of instruction. In the case of programmes given by TV or Radio, it will be the number of broadcast hours (excluding repeat broadcasts of the same programme).	4
	- The second element is the expected number of independent study hours. This may be insignificant with respect to residential courses or class/study groups. It is sometimes an important element in programmes given by TV or Radio where students are expected to complete assignments between broadcasts, and is particularly relevant to correspondence programmes.	5
	- In the case of correspondence programmes each item of work received represents a certain number of study hours; the expected numbers of hours of independent study can therefore be calculated by multiplying the items of completed work by the estimated hours each item represents, and then dividing by the total enrolment (which will be reported in column 6).	
	- Enter for each programme the total number of enrolled students of both sexes.	6
	- Enter for each programme the number of women included in the total entered in column 6.	7
	- Enter an estimate of the numbers reported in column 6 who completed at least half of the expected face-to-face study hours reported in column 4. This column need not be completed for programmes by correspondence, since the data reported in column 5 on hours of independent study will reflect actual (rather than 'expected') study hours.	8

Boxes 9 to 11 of Form A

		Form A Box Numbers
A21.	- Check (X) only one mode of education. If different modes are used for different programmes, use separate pages of Form B for each mode. The following guidelines are proposed for determining the mode in difficult cases: where instruction is given in face-to-face meetings of teachers and students, even though audio-visual media may be used by the teacher in the group the first box should be checked. A 'teacher' is defined as anyone employed, even part-time and/or without remuneration, to communicate knowledge skills, etc.; radio and television courses will often involve correspondence concerning registration and the delivery of books or other teaching material; correspondence courses may involve periodic meetings with teachers, but most learning will take place in the home with material supplied by mail; the category of "multi-media" is provided for cases where two or more of the above-mentioned modes are combined to such a degree that no one mode can adequately describe the programme.	9
	- Enter the total number of teaching staff employed either full- or part-time for all the programmes listed in columns 1 to 8. Count only once teachers who run more than one programme.	10
	- Enter the total number of teaching and/or broadcast hours for all the programmes listed in columns 1 to 8. Where programmes are given by TV or Radio, enter the total number of broadcast hours for the 12 month reporting period, (including repeat broadcasts if the same programme). In multi-media programmes (e.g. combining face-to-face and long-distance teaching) the total of both face-to-face and broadcast hours should be entered.	11

Boxes 12 to 17 (Part II of Form A)

A22. Financial data: boxes (12) to (17) are for reporting the non-capital funds provided for formal adult education programmes.

Form A
Box Numbers

- Total operating income. Enter in Box (17) the total operating funds provided from all sources for formal adult education programmes given during the period for which data are being reported. This total should now be broken down by source and entered in Boxes (12) to (16). — 17

- Student fees. Enter the total amount of operating income derived from student fees. — 12

- Non-governmental national or local sources. Enter that part of operating income which was provided by non-governmental national or local bodies (private funds from individuals, grants from industry, trade unions or parent adult education bodies, etc.). Do not include student fees, which are to be reported separately in Box (12). — 13

- National, Local and Regional Government sources. Enter that part of operating income which was provided out of public funds by national, local or regional governments. — 14

- National Government sources only. Enter that part of the figure entered in Box (14) which was provided by national ministries or governmental agencies. — 15

- International and Foreign sources. Enter that part of operating income which came from foreign or international sources, both governmental and non-governmental. — 16

Note to Parent Agencies

A23. Local units of parent agencies might not have access to data for boxes 13 to 17, if funding is largely administered by the parent agency. It is therefore important for parent agencies to review Part II of Form A as completed by their local units, and to ensure that the financial support administered by the parent agency is correctly reported. An extra copy of Form A should therefore be submitted by parent agencies to complete the financial data for the agency and its local units.

Special Education for handicapped adults

A 24. Any Adult Education Agency that is providing programmes of Special Education for handicapped adults or young people outside the regular school and university system is asked to make returns for these programmes on a separate copy of Form A following the instructions in paragraphs A1 to A23. Mark these forms clearly in capital letters in the top left hand corner "SPECIAL EDUCATION".

A25 Enter on the left hand margin of each form, opposite each programme listed, the appropriate number, selected from the table below, to indicate the category of the handicapped persons for which each programme is designed.

CATEGORIES OF HANDICAPPED PERSONS

1 Blind and Visually Handicapped

2 Deaf and Hearing Handicapped

3 Mentally Retarded

4 Physically Handicapped

5 Emotionally disturbed or socially maladjusted

6 Handicapped by speech difficulties

7 Having reading and writing difficulties due to mental or physical handicaps

FIELD AND PROGRAMME CODES *

Field Code	Field of Study	Programme Sub-division (if applicable)	Programme Code
01	General education	-	00
08	Literacy	-	00
		Simple literacy	11
		Functional literacy	21
14	Education science and teacher training	General teacher training	01
		For work in adult education ('formal' and 'non-formal')	16
		Other	99
18	Fine and applied arts	Visual and plastic	10
		Handicrafts	12
		Music	22
		Drama	32
		Other	99
22	Humanities	-	00
		"Foreign" or second language	15
		"Dead" languages and their literature	21
		History	51
		Archaeology	61
		Other	99
26	Religion and theology	-	00

* This is an abbreviated list, and the central statistical office of each country should compare it with the full list in ISCED and make appropriate changes in view of the types of programmes that are prevalent.

Field Code	Field of Study	Programme Sub-division (if applicable)	Programme Code
30	Social and behavioural sciences	Economics	12
		Political science	22
		Sociology	32
		Psychology	52
		Geography	62
		Other	99
34	Commerce, clerical, business and public administration	Secretarial skills	04
		Clerical skills	08
		Personnel administration	38
		Other	99
38	Law and jurisprudence	-	00
42	Natural sciences	Biology	02
		Geology	22
		Physics	32
		Astronomy	42
		Other	99
46	Computer science	-	00
50	Medicine	Nursing and other auxiliary	18
		Other	99
52	Trade, craft and industrial	-	00
54	Engineering	-	00
58	Architecture and town planning	Architecture	10
		Community planning	22
		Other	99
62	Agriculture, forestry and fisheries	Agriculture	02
		Forestry	62
		Fisheries	72
66	Home economics (domestic science)	Dressmaking and needle-crafts	04
		Cookery and nutrition	12
		Child care (and family planning) and welfare	22
		Other	99

Field Code	Field of Study	Programme Sub-division (if applicable)	Programme Code
70	Transport and communication	-	00
78	Service trades	-	00
84	Mass communication and documentation	-	00
89	Other education	Physical education	62

APPENDIX B

SUGGESTED QUESTIONNAIRE AND INSTRUCTIONS FOR THE COLLECTION OF STATISTICS ON NON-FORMAL ADULT EDUCATION

The purpose of this appendix is to suggest the type of questionnaire and instructions that national statistical offices might wish to send to the parent agencies which organize programmes of non-formal adult education.

Appendix A included, in paragraphs A1 to A9, some introductory remarks intended to accompany the questionnaire and instructions on formal adult education. These same introductory paragraphs should serve equally to accompany this questionnaire and instructions on non-formal adult education. Paragraph B1 below would then replace paragraph A9 of Appendix A.

Non-Formal Adult Education

B1 Any educational work with adults who are not enrolled in formal groups or registered as listeners, viewers or correspondence students should be regarded as 'non-formal'. Non-formal adult education may be provided under a variety of names, such as: 'extension'; 'mass education'; 'animation' (Fr.); 'community education'; even 'community development'. It may be provided in two main ways:

(a) the communication of information, knowledge, skills by teachers, 'demonstrators', 'extension workers' etc., to 'clients' or 'audiences', individually or in ad hoc groups, by face-to-face contact, often including discussion of problems and demonstration of techniques and skills;

(b) communication of educational programmes through radio, T-V, cinema films (and sometimes printed materials) to audiences who are not enrolled or registered (and may often not be known to the communicators).

B2 In non-formal education it is, by definition, impossible to count the number of people receiving these programmes. Form B (opposite page) has been designed for reporting data on non-formal adult education.

General notes

B3 Form B is a record sheet to be sent to self-contained units as well as to parent agencies. Self-contained agencies will complete a single copy of Form B and return it to the Central Statistical Office. Parent agencies will distribute one form to each of their local units, collect the replies, add their own data and then return the forms to the Central Statistical Office. An example of a completed Form B is provided for your guidance.

FORM B

REPUBLIC OF XYZ

CENTRAL STATISTICAL OFFICE

Non-Formal Adult Education Programmes for the Calendar Year 19..

(or the corresponding academic year)

Form completed by:

Name of Agency:

Head of Agency:

Agency mailing address:

Agency Telephone No:

PART I : Programme data

Type of Programme		Full-time staff	Part-time staff (expressed in full-time equivalents)	Current Expenditure	Hours of communication per year by Mode of Education		
Field of Study	Programme				Face-to-face contact (hours of meetings/ visits)	TV (broadcast hours per year)	Radio
1	2	3	4	5	6	7	8
TOTALS FOR COLUMNS 3-8							

PART II : Data on Operating Income

Total Operating Income From :				
Non-governmental National and Local Sources	National, Local and Regional Government	National Government Sources only	International and Foreign Sources	Total Operating Income from all Sources
9	10	11	12	13

EXAMPLE OF COMPLETED FORM B

FORM B

REPUBLIC OF XYZ

CENTRAL STATISTICAL OFFICE

Non-Formal Adult Education Programmes for the Calendar Year 1975

Form Completed by: A.N. Other

Name of Agency: Institute for Community Development

Head of Agency: Dr. D. Peter

Agency mailing address: 25 Freedom Road, Alexandria

Agency telephone no.: 123 45 67

PART I : Programme data

Type of Programme		Full-time staff	Part-time staff (expressed in full-time equivalents)	Current Expenditure	Hours of communication per year by Mode of Education		
Field of Study	Programme				Face-to-face contact (hours of meetings/visits)	TV (broadcast hours per year)	Radio (broadcast hours per year)
1	2	3	4	5	6	7	8
Nutrition 66	12	1.5	.5	2,500	100	-	26
Family 66	planning 22	6.5	2.5	12,500	700	13	-
Handicrafts 18	12	1	-	2,000	200	-	-
Hygiene 50	18	-	.5	2,000	60	-	13
TOTALS FOR COLUMNS 3-8		9	3.5	19,000	1,060	13	39

PART II : Data on Operating Income

Total Operating Income from :				
Non-governmental National and Local Sources	National, Local and Regional Government	National Government Sources only	International and Foreign Sources	Total Operating Income from all Sources
9	10	11	12	13
1,000	18,000	15,000	-	19,000

B 4 The non-formal adult education programmes to be reported are those which:

a)	involve some sort of teaching/learning relationship and the communication of knowledge, understanding, attitudes or skills.	This means they are education.
b)	are intended and adapted for adults not in the regular school and university system;	This means they are Adult education.
c)	do not require registration or enrolment;	This means they are non-formal.
d)	were held during 19.. or the 12-month administrative year which corresponds most closely to it. (whichever is appropriate).	This is a statistical limitation.

Coding for Field and Programme - Cols. 1 and 2 of Form B*

B 5 A list of code numbers applicable to adult education for fields and programmes is given at the end of this Appendix. These codes are extracted from the International Standard Classification of Education (ISCED). On the left hand side of the list are the code numbers (two digits) and titles for broad subject fields, on the right the titles and code numbers (two digits) for more specific programmes within these fields.

- Enter in Column 1 the appropriate code number from the list for the main field covered by the programme. If it appears to involve more than one field, choose the one which seems most important.
- If a programme sub-division of the field is shown in the list, enter the appropriate code number in Column 2. If there is no programme sub-division enter '00' in Column 2.

Staff - Cols. 3 and 4 of Form B

B 6 The term 'staff' should be taken to mean all persons employed by the agency, (with or without salaries or remuneration), in the management and supervision of educational programmes, as well as in actual educational communication with clients or students as extension workers, group monitors, projectionists, etc. Persons professionally engaged within the agency in the production or distribution of educational media and materials and in

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* An alternative to asking Agencies to enter codes for field and programme is to ask them to enter the name of the programme, selecting it from a list of ISCED programme titles. The Central Statistical Office will then have to undertake the coding of completed forms.

educational broadcasting should also be included.

Clerical and ancillary staff - accountants, secretaries, drivers, watchmen, gardeners, etc., should not be counted.

- The total staff of the agency working full-time on adult education should be entered in the box at the bottom of Column 3.
- The total staff of the agency working part-time on adult education should be entered in the box at the bottom of Column 4, expressed in full-time equivalents (e.g. three half-time employees should be entered as '1.5').
- The totals entered for Columns 3 and 4 should now be broken down by programme and entered against each combination of field and programme reported in Columns 1 and 2.

B7 In the example of a completed Form B it can be seen that some of the 9 staff employed full time are involved in more than one programme, and therefore figures with fractions have been entered in Column 3 against nutrition and family planning. As far as the Agency is concerned they are still full-time staff, even though they may work on a part-time basis on a particular programme.

Current expenditure - Col. 5 of Form B

B8 This column is intended to record current expenditure on programmes of non-formal adult education.

- Enter the current expenditure on all programmes in the total box at the bottom of Column 5.
- This total must now be broken down and entered against each programme.

Hours of communication per year by mode of education - Cols. 6, 7 and 8

B9 The three principal modes of education used for communicating non-formal adult education are; face-to-face contact, television and radio. Communication can also be achieved through films and written material, but these modes of education are usually combined with one of the other three modes.

B10 'Face-to-face' includes visits, ad hoc group meetings (in which participants are not enrolled or registered to follow a planned sequential (i.e. 'formal') programme), demonstrations etc., in which extension workers or other employed staff communicate information, knowledge, skills, etc., to 'students,' 'clients,' 'target groups,' etc.

It will include face-to-face meetings in which audiovisual aids (e.g. instructional films) are used, where the media are essentially 'aids' to the 'teacher' or extension worker but not, e.g. radio forums in which the radio is the essential medium of instruction, although an extension worker may be present.

- For each programme which involves face-to-face contact between participants and agency staff, enter the number of contact hours in Column 6.

B11 'T.V. and 'Radio' programmes may (as indicated above) involve extension workers or 'monitors' in organizing listening groups or forums. One or both of the columns 7 and 8 rather than Col. 6 should be completed where the medium rather than the person (face-to-face) is the essential channel of communication.

- Enter in Columns 7 and 8 the total number of broadcast hours (including repeat broadcasts) for programmes given on television and radio.
- Enter totals in the bottom of Columns 6, 7 and 8.

Operating Income - Boxes 9 to 13 (part II of Form B)

B12 Boxes (9) to (13) are for reporting the non-capital funds provided for non-formal adult education programmes.

- Total operating income. Enter in Box 13 the total operating funds provided from all sources for non-formal adult education programmes given during the period for which data are being reported. Total operating income should agree with total current expenditure (the total for Column 5). This total should now be broken down by source and entered in Boxes 9 to 12.

- Non-governmental national or local sources. Enter in Box 9 that part of operating income which was provided by non-governmental national or local bodies (private funds from individuals, grants from industry, trade unions or parent adult education associations, etc.
- National, Local and Regional Government sources. Enter in Box 10 that part of operating income which was provided out of public funds by national, local or regional governments.
- National Government sources only. Enter in Box 11 that part of the figure entered in Box 10 which was provided by national ministries or governmental agencies.
- International and Foreign sources. Enter in Box 12 that part of operating income which came from foreign or international sources, both governmental and non-governmental.

Note to Parent Agencies

B13 Local units of parent agencies might not have access to data for boxes 9 to 13, if funding is largely administered by the parent agency. It is therefore important for parent agencies to review Part II of Form B as completed by their local units, and to ensure that the financial support administered by the parent agency is correctly reported. An extra copy of Form B should therefore be submitted by parent agencies to complete the financial data for the agency and its local units.

Special Education for Handicapped Adults

B14 Any Adult Education Agency that is providing non-formal programmes of Special Education for handicapped adults or young people (outside the regular school and university system) is asked to make returns for these programmes on a separate copy of Form B following the instructions in paragraphs B1 to B13. Mark these forms clearly in capital letters in the top left hand corner 'SPECIAL EDUCATION.'

S4

B15 Enter on the left hand margin of each form, opposite each programme listed, the appropriate number, selected from the table below, to indicate the category of the handicapped persons for whom each programme is designed.

CATEGORIES OF HANDICAPPED PERSONS

1 Blind and Visually Handicapped

2 Deaf and Hearing Handicapped

3 Mentally Retarded

4 Physically Handicapped

5 Emotionally disturbed or socially maladjusted

6 Handicapped by speech difficulties

7 Having reading and writing difficulties due to mental or physical handicaps

FIELD AND PROGRAMME CODES *

Field Code	Field of Study	Programme Sub-division (if applicable)	Programme Code
01	General education	-	00
08	Literacy	-	00
		Simple literacy	11
		Functional literacy	21
14	Education science and teacher training	General teacher training	01
		For work in adult education ('formal' and 'non-formal')	16
		Other	99
18	Fine and applied arts	Visual and plastic	10
		Handicrafts	12
		Music	22
		Drama	32
		Other	99
22	Humanities	-	00
		"Foreign" or second language	15
		"Dead" languages and their literature	21
		History	51
		Archaeology	61
		Other	99
26	Religion and theology	-	00

* This is an abbreviated list, and the central statistical office of each country should compare it with the full list in ISCED and make appropriate changes, in view of the types of programmes that are prevalent.

Field Code	Field of Study	Programme Sub-division (if applicable)	Programme Code
30	Social and behavioural sciences	Economics	12
		Political science	22
		Sociology	32
		Psychology	52
		Geography	62
		Other	99
34	Commerce, clerical, business	Secretarial skills	04
	and public administration	Clerical skills	08
		Personnel administration	38
		Other	99
38	Law and jurisprudence	-	00
42	Natural sciences	Biology	02
		Geology	22
		Physics	32
		Astronomy	42
		Other	99
46	Computer science	-	00
50	Medicine	Nursing and other auxiliary	18
		Other	99
52	Trade, craft and industrial	-	00
54	Engineering	-	00

Field Code	Field of Study	Programme Sub-division (if applicable)	Programme Code
58	Architecture and town planning	Architecture	10
		Community planning	22
		Other	99
62	Agriculture, forestry and fisheries	Agriculture	02
		Forestry	62
		Fisheries	72
66	Home economics (domestic science)	Dressmaking and needlecrafts	04
		Cookery and nutrition	12
		Child care (and family planning) and welfare	22
		Other	99
70	Transport and communication	-	00
78	Service trades	-	00
84	Mass communication and documentation	-	00
89	Other education	Physical education	62

APPENDIX C

A GUIDE TO DEFINITIONS AND BORDERLINES

C1 This Appendix is intended to give further guidance to those responsible for the collection and analysis of adult education statistics regarding the scope and meaning of the various terms used in ISCED. Borderline cases are discussed and suggestions made as to where doubtful programmes should be placed in the tabulation of data.

The Scope of the Term "Education"

C2 "EDUCATION", for the purposes of ISCED, is taken to comprise organized and sustained communication designed to bring about learning. They key words in this definition are used with the meanings indicated below.

"Communication" - a relationship between two or more persons involving the transfer of information (ideas, knowledge, skills, etc.) Communication may be "verbal" / "non-verbal","direct"/"face-to-face",or "indirect"/"distant", and may involve a wide variety of channels and media.

"Learning" - any change in information, knowledge, understanding, attitudes, skills or capabilities which can be retained and cannot be ascribed to physical growth or to the development of inherited behaviour patterns.

"Organized" - planned in a pattern or sequence with explicit or implicit aims. It involves an educational providing agency which organizes the learning situation and/or teachers who consciously organize the communication. The providing agency must be educational in the sense that it has educational aims and the term 'teacher' includes anyone who is employed to communicate knowledge, skill or understanding or otherwise to bring about learning. (In this context, "employed" includes unpaid volunteers in an organized programme.)

"Sustained" is intended to mean that the learning experience has the elements of duration and continuity. No minimum duration is stipulated, but it is assumed that appropriate minima will be stated in applications of ISCED.

The Limitations of this Definition

C3 The coverage of the term "Education" proposed above for the application of ISCED is deliberately short and arbitrary to meet the practical requirements of statisticians. It is not intended to provide a new or comprehensive definition of education for wider purposes, still less to impose an internationally standardized conception of the philosophy, aims, or content of education or to reflect its ideological or cultural aspects.

Education, Communication and Learning

C4 "Education," for ISCED purposes, is held to involve organized communication and learning. This excludes various forms of learning that do not involve organized communication and certain forms of communication that do not involve learning.

C5 The word "Communication" is used in the sense of human or inter-personal communication and is held to imply the transfer of information between two or more persons. This essentially involves the transmission of messages, signals or stimuli and the evocation of responses. It is generally assumed that there is no communication unless there is a response, but that the perception of a signal or stimulus itself constitutes a response in that it changes the information or behaviour of the receiver. Communication may be direct, where the sender and receiver are face-to-face, or indirect/distant, involving the use of media such as the radio or television, books or other written materials. The signal or stimulus may be verbal or non-verbal, audial or visual (spoken or written language or a visual image). Thus "Random Learning", where the individual learns by observation of events or response to stimuli in the environment or by

experience, is not regarded as "Education," since it involves no organized person-to-person communication, either direct or distant. The definition requires that the Communication shall be 'organized' and 'designed to bring about learning.'

C6 "Learning" is assumed to involve durable changes in the 'cognitive map' (information, knowledge, attitudes) and frequently also in the 'action repertory' (skills, capabilities) of the learner - generally encompassing both 'theory' and 'practice' and the dialectic between them.

C7 "Organized" communication is also defined. It is stipulated that the communication should be planned in a pattern or sequence. This does not necessarily mean a predesigned curriculum or pre-established course but it does imply that there should at least be a planned programme of educational activity (e.g. an agricultural extension programme). It is also stipulated that the aim of the communication is to bring about learning and that this should be the explicit or implicit aim of the organization.

C8 The communication must be organized by a providing agency with educational aims and/or by a teacher or teachers who are employed to organize the communication. Agencies may range from a National Ministry (e.g. Education or Agriculture) to a single educational institution. Borderline cases may arise, for example, where voluntary agencies or youth organizations are organizing activities for adults and young people out of school, such as work camps, scouting, guiding, etc. It would be necessary in each case, before classifying the activity as 'Education,' to decide whether the agency had educational aims and whether the actual programme in question was planned in a pattern or sequence and designed to bring about learning.

C9 A considerable amount of communication designed to bring about learning will take place without the physical presence of a teacher. This may be the case in long-distance education programmes of various kinds and sometimes in study groups with, or perhaps without, a leader from within the group.

If such programmes are organized with an educational purpose by an educational agency they should, of course, be regarded as 'Education.'

C10 Equally so, if the communication is organized by a teacher, even if the teacher is employed by the learners and not by an educational agency. It is, however, difficult to define the word "teacher." It is intended to include any person employed to organize communication in a planned educational programme although he (or she) may be called by any of a variety of names such as "instructor," "monitor," "tutor," "extension worker." The definition requires that he should be employed to do this and therefore consciously involved in the communication. "Employed" in this sense would include a person engaged in an organized programme without remuneration.

C11 Where children learn at home by following a correspondence course planned by an educational agency this should obviously be regarded as 'Education.' On the other hand, 'Family and Socially-controlled Learning,' i.e. learning that is organized or brought about in the family and society by parents and others, which does not involve an educational agency or an employed teacher, is excluded from the ISCED definition of 'Education.' This excludes a whole range of activities, which may sometimes be called 'informal education,' by which children learn the customs, attitudes and values of their society and often acquire knowledge and skills, such as reading and writing, dancing, music, riding bicycles, sports and games, but which could hardly be statistically recorded.

C12 A distinction is also drawn between 'Education' and 'Self-directed Learning' - organized by the learner himself. A typical case of self-directed learning might be the person who, in his spare time, plans for himself a course of reading in philosophy, or uses a 'do-it-yourself' manual to teach himself a craft. It might be argued that this is organized, long-distance education, in the sense that the writers of the books or the manual have organized communication with the aim of bringing about learning, and

that the communication (reception of the 'message') is planned and sustained. Essentially, however, the communication has been planned and organized by the learner rather than by a teacher or agency with educational aims.

C13 A study-group that comes together but is not organized by any educational agency and does not employ a person as teacher would be excluded from the scope of 'Education' and regarded as self-directed group learning. This boundary line thus excludes from the scope of 'Education' as defined by ISCED, a vast area of human learning which could not be statistically recorded, although this 'self-directed learning' could legitimately be called "self-education."

C14 The definition of 'Education' is also designed to exclude various forms of 'Communication," not organized by an agency with educational aims or by a teacher, or not organized in a pattern or sequence for educational purposes, such as public information, advertising, etc.

C15 A further element in the definition of 'Education' is that it should be sustained. No attempt has been made to establish a minimum duration since it is felt that this should be a matter for decision by national authorities and educational agencies. However, in submitting statistics it is important that the minimal duration should be stipulated. It is hoped that this will be not less than twenty hours of organized teaching and/or learning during the twelve month reporting period. In certain cases fifty hours has been used as the minimum. This is intended to exclude the single broadcast or public lecture, even the short week-end conference or seminar, which would otherwise fall within the definition of 'Education'. This is essentially a cut-off for statistical purposes, since it is obviously too difficult, and of questionable use, to record the vast number of sporadic activities of this kind which go on in any community.

Categories of Education

C16 Within the universe of 'Education' ISCED distinguishes two broad categories: 'Regular School and University Education' (abbr. 'Regular Education') and 'Adult (Out-of-School) Education' (abbr. 'Adult Education').

C17 Regular Education, as defined in ISCED, means the system that provides a 'ladder' by which children and young people may progress from primary schools through universities (although many drop out on the way). The term 'Universities,' in this context, is assumed to include all institutions of higher education (e.g. junior colleges and teacher-training colleges). 'Regular' education is thus designed and intended for children and young people generally from age five to seven up to the early twenties (although in some circumstances older students are accommodated along with their younger colleagues).

C18 The term 'Adult Education' is used here as a synonym for 'Out-of-School Education' and means organized programmes of education provided for the benefit, and adapted to the needs, of persons not in the regular school and university system and generally fifteen or older.

C19 The spectrum of Adult Education based upon ISCED thus excludes, at one extreme, activities which do not involve organized and sustained communication in a teaching-learning relationship and hence are not regarded as Education; and at the other extreme Regular Education.

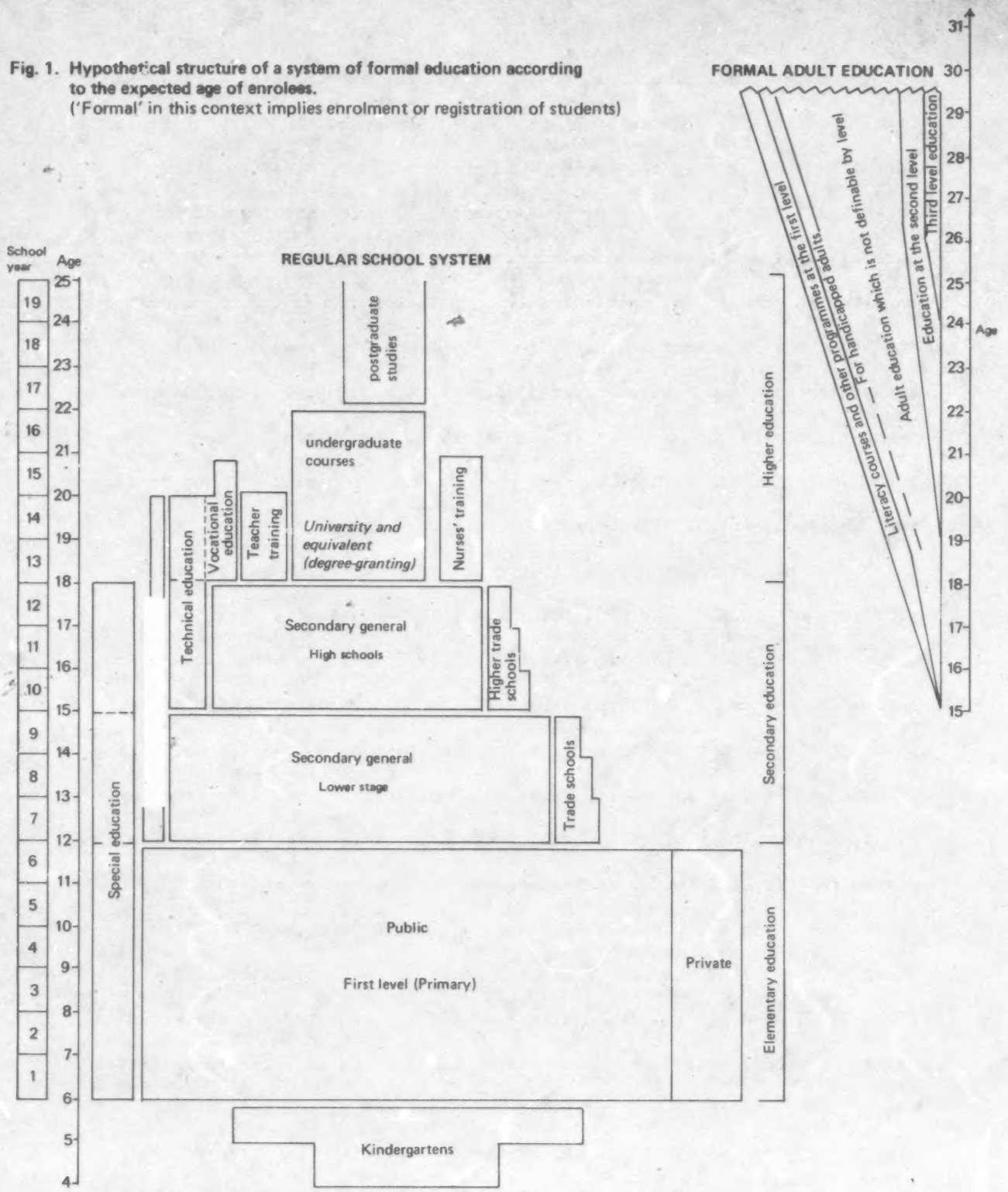
'Regular' and 'Adult' Education Distinguished

C20 Why do we want to distinguish between regular and adult education? Certainly, for some purposes education can be treated as one unit, but it is generally useful to make a distinction between these two types since their programmes are intended for different segments of society, the 'younger' generation and the 'adult' generation. Regular education is intended for the younger generation, aged from about 4 to about 25, and the 'system' is calibrated to reflect these ages. Figure 1 illustrates this situation.

The regular school and university system shown in Figure 1 is graduated in terms of the age of participants and is clearly intended to provide a continuous "end-on" progression up the educational ladder. However, some children will never enter the regular system at all and only a few will proceed all the way through to graduate studies. Those who never enter the regular system will be the first of their peers to enter the ranks of the adult generation. They will be joined by dropouts from the regular system, and by those who finish terminal courses. Thus adult education programmes are intended for those who either never entered the regular system, or have terminated their initial climb up the ladder. Many programmes for adults are intended to provide a second chance for the adult generation to proceed up this ladder. Programmes for adults which can be classified by level (e.g. literacy programmes, Adult Basic Education, etc.) are often described as compensatory - making up for an inadequate regular schooling. Programmes which cannot be classified by level do not form part of the regular system, since they cannot be fitted into the structure of the regular system either in terms of age or previous educational experience.

C21 The term 'adult' implies that age should be the criterion for distinguishing between the younger generation and the adult generation. But the definition of adult education quoted in para. C18 refers to 'generally fifteen or older' and Figure 1 shows regular programmes designed for the younger generation of 4 to 25. Clearly there is an overlap of these two generations in terms of age, and the term 'adult education' is not wholly satisfactory. The real distinguishing criterion between the two generations is the situation of the individual with respect to the regular system. Those who have not participated or no longer participate in the regular system and are fifteen or older make up the adult generation.

Fig. 1. Hypothetical structure of a system of formal education according to the expected age of enrolees.
('Formal' in this context implies enrolment or registration of students)



C22 The term 'out-of-school' education is, certainly, more logical than 'adult' education to describe programmes for those not enrolled in regular education since the age of students is not a reliable distinguishing criterion. If, as the definition suggests, "adults" are regarded as persons of fifteen years and upwards, a large number of such people will be enrolled in schools and universities. On the other hand, a considerable amount of out-of-school education (e.g. literacy programmes), especially in countries that do not have universal primary schooling, will include even younger children who are not enrolled in the school system. However the term 'Adult Education' has wide currency in many countries and has therefore been adopted into the ISCED terminology.

C23 The unit of concern in ISCED, for statistical purposes, is the programme of study. The definition of adult education is therefore in terms of programmes which are basically designed for the benefit, or adapted to the needs, of persons not in the school and university system. This negative definition of adult education requires a positive definition of what the Regular system is. The ISCED definition describes it as a "ladder" and, since a ladder normally has a regular series of rungs, we can assume that it is intended to symbolize a continuous progression of programmes which are normally followed, without a break, by "children and young people," from the age of five or seven up to the early twenties.

C24 ISCED also designates regular education as a "core" and calls adult or out-of-school programmes "non-core'" Some of these non-core programmes can be seen as related to core programmes in terms of their level (the minimum of previous education explicitly or implicitly required to follow the programme) as well as their subject field. Others can be related only by subject field but not by level and these are to be included in the ISCED system in a separate category 9 - of 'adult' education "not definable by level."

Characteristics of types of Education and learning

C25 The diagram below indicates in schematic form the scope of Education as defined for the purposes of ISCED, within the wider framework of Human Learning and Human Communication.

HUMAN COMMUNICATION & LEARNING

<table>
<tr><td colspan="4">RANDOM LEARNING (without organized communication)</td></tr>
<tr><td rowspan="3">FAMILY- AND SOCIALLY-DIRECTED LEARNING</td><td colspan="3">SCOPE OF "EDUCATION" FOR ISCED
(Communication organized for Learning)</td><td rowspan="3">SELF-DIRECTED LEARNING</td></tr>
<tr><td>REGULAR EDUCATION (FORMAL)</td><td colspan="2">ADULT EDUCATION</td></tr>
<tr><td>SPECIAL EDUCATION</td><td>SPECIAL</td><td>EDUCATION</td></tr>
<tr><td colspan="4">COMMUNICATION NOT ORGANIZED FOR LEARNING</td></tr>
</table>

The largest rectangle enclosed by a broken line represents Human Learning and Human Communication and the rectangle enclosed by a solid line the intended scope of Education to be covered by ISCED: (i.e. Communication organized for Learning). Within this, Regular Education (all Formal) is separated by a solid line from Adult Education (both Formal and non-Formal), while Special Education is shown as a segment of both Regular and Adult Education.

C26 Table 1 which follows sets out some of the characteristics and distinguishing features of the various categories of education and human learning recognized by ISCED.

TABLE I. – THE TOTAL SPECTRUM OF HUMAN LEARNING

	INCLUDED IN ISCED			INCLUDED IN ISCED	EXCLUDED FROM ISCED		
	REGULAR SCHOOL AND UNIVERSITY	ADULT EDUCATION		ADULT EDUCATION			
	I ISCED levels 0-7	II ISCED levels 1-7	III ISCED level 9	IV ISCED level 9	V Self-directed learning	VI Family- and socially-directed learning	VII Random learning
1. Programmes	*Formal* Regular school and university programmes	*Formal* Programmes, adapted for adults, which require a minimum prior education	*Formal* Programmes, adapted for adults, which require no minimum prior education	*Non-formal* Programmes for adults	Programmes made by learners	Not educational programmes; Sometimes activities organized by parents and others	Learning experiences, not educational programmes
2. Students	Students whose age generally corresponds to the level of the programme ("normal age") although "over-age" students may also be enrolled	Adults	Adults	Adults	Anyone	Everyone	Everyone
3. Level of programmes	Programmes definable by level according to minimum prior educational experience required		Programmes not definable by level since no minimum prior educational experience required	Programmes not definable by level since no minimum prior educational experience required	Programmes may or may not be definable by level	No programmes	No programmes
4. Type of education	Regular school and university education (including private institutions regarded as part of the 'system')	Formal adult education (related to but outside the 'system')	(not related to the 'system')	Non-formal adult education (Extension, etc.)	Activities regarded as not education but either conscious or unconscious learning		
5. Enrolment	Enrolled mainly according to age, but taking account of prior educational experience	Enrolled according to prior educational experience	Enrolled but not according to prior educational experience	Never enrolled; sometimes meeting in groups, but generally according to common interest rather than age; never in classes	None	None	None
6. Curriculum	Generally oriented towards examinations and certificates. Not especially adapted for adults	Often oriented towards examinations and certificates. Generally adapted for adults	Seldom oriented towards examinations and certificates. Adapted for adults	None prescribed. May be developed by the learner or the group	None or learner-determined	None	None
7. Content	Generally extensive and intensive	Sometimes less extensive and less intensive	Generally less extensive and less intensive	Generally problem-oriented, often situational (local)	Unlimited choice	Unlimited choice	Random
8. Duration and continuity	Generally full-time and of long duration	Often part-time and sometimes of shorter duration	Generally part-time and of shorter duration	Duration seldom stipulated; according to need; programme often intermittent and non-sequential	Learner-determined	Random	Random
9. Location	In regular schools and universities	Sometimes in school and university buildings. Often in special adult education institutions or in homes, work-places, etc.		Activities located by convenience; e.g. in work-place, home, open air	Anywhere	In home and social groups	Everywhere
10. Aims	Generally the acquisition of knowledge, understanding and skills. Predominantly dictated by providing agency and teachers. Intended to lay a foundation for further studies, or to complete previous studies	Often 'remedial', 'upgrading' or 'continuing'	Occupational, leisure, cultural, social or civic aims	Often 'behavioural' in terms of practices or skills often determined by 'agreement' between providing agency/ teachers and 'clients'	Personal, often in terms of rewards, fulfilment; determined by learner	Seldom explicit; implicitly involving inculcation of values, attitudes, knowledge, skills, appropriate to family and social group	None
11. Methods	Teaching methods adapted for students of normal age	Teaching methods specially adapted for adults: 'horizontal' learning and discussion rather than 'vertical' teaching		Teaching methods specially adapted for adults, individually or in ad hoc groups including discussion of problems, advice and practical demonstrations	Methods adapted by the individual to his needs and preferences	Generally, unconscious interaction	Random
12. Teaching staff	Teachers generally full-time professionals	Teachers sometimes full-time professionals; often part-time		Staff: extension workers, instructors, demonstrators often not professional/full-time 'teachers'	None	None. Learning from parents and members of social group	None
13. Providing agency	Often Ministry of Education; sometimes other ministries; universities	Ministry of Education; other ministries; universities; industries; NGO's, etc.		Rarely Ministry of Education; often other ministries; industries; NGO's etc.	None consciously involved	None	None
14. Statistics	Regular school and university statistics	Formal adult education statistics (as proposed by this document, Appendix A)		Non-formal adult education statistics. (as proposed by this document, Appendix B)	To be collected by 'individualized' questionnaires and/or personal interviews	None	Socio-cultural indicators

C27 If the many adult programmes closely resemble those in the regular system, how can we distinguish 'adult' programmes which are "designed for the benefit, and adapted to the needs, of persons not in the regular system?" Unfortunately there is no single criterion. It should, however, be possible by applying a range of indicators to judge in each case whether a programme should be regarded as regular or adult. We discuss some of these indicators, and the borderline cases related to them, in the following paragraphs.

C28 Content of the programmes is clearly an important indicator. Where this is obviously related to the problems and needs of older people or includes knowledge, understanding, skills, etc., immediately applicable to adult family-life or work in which the 'students' are engaged, or where it assumes a degree of adult experience as a requirement for following the course, there will be a strong presumption that it should be regarded as adult education.

C29 The providing agency is also an indicator but not a distinguishing criterion, since Ministries of Education and regular educational institutions, such as schools and universities, often provide special courses for adults, which are clearly to be regarded as adult education. However, programmes which are provided by recognizably adult education agencies outside the regular school and university system can generally be classified as adult education.

C30 Location of teaching and learning is not always a clear indicator, since many adult education programmes are carried on in school and university premises.

C31 The age of students is, as has been remarked, not a determining criterion, but is a useful indicator. Where all or most of the students taking part in a programme are in fact above the normal age for those following similar programmes, or indeed any programme, in schools and

universities, it is likely that the programmes in question should be classified as adult education.

C32 Programmes intended for the younger generation may, over time, be followed predominantly by the adult generation, and vice-versa. Short university courses on management or computers, originally intended for undergraduates in social sciences or natural sciences, may develop into adult programmes for employees and employers in business, industry and public service.

C33 The Norwegian Folk High Schools were intended to serve the adult generation, but recent statistics on the age of students show that the majority come directly from the regular system. Apparently, these younger students have de facto converted the Folk High Schools into part of the regular system. It appears that a lot of them intend to proceed to regular undergraduate studies after one or two years at the Folk High School. The Norwegian authorities are considering ways of discouraging this trend, and of making the Folk High Schools serve the adult generation for which they were intended.

C34 In many cases innovations in teaching techniques are pioneered first in the adult system and later adopted by the regular system. Admission to the Open University is presently restricted to the adult generation, but may one day be broadened to include the younger generation. A different timetable of broadcasting hours might have to be established to cater to the differing needs of the two generations. Under these circumstances there would exist side-by-side a regular Open University and an adult Open University.

C35 The timing of the programmes is again a strong indicator. Indeed this may be the nearest to being a criterion. Nearly all regular programmes are "full-time," in the sense that they are designed to provide the optimum number of learning hours per day or per year for

pupils or students who have no other occupation. On the other hand nearly all adult education programmes are "part-time," in the sense that they are adapted to the needs of people in employment or who are otherwise busy during normal school hours, providing either learning opportunities outside working hours, in the evening or in holiday time, or short "sandwich" courses in between periods of work or employment. There is therefore a strong presumption that if programmes are part-time they will be classifiable as adult education.

C36 Furthermore, it is difficult to evaluate a 'head-count' of part-time students unless a measure of hours of study (or full-time equivalence) can be made. Since regular education is overwhelmingly full-time, statistics on enrolment are invariably presented as 'head-counts.' Statistics on enrolment in adult education are qualified by hours of study (as proposed in this document). There is therefore a strong argument for collecting data on all part-time education, using the questionnaires designed for adult education.

C37 The awards - certificates, diplomas and degrees - which are generally granted at the conclusion of programmes, or levels, in schools and universities are not useful as indicators, since many programmes for adults outside the system grant identical or similar awards.

C38 The mode or method of education may give some indication of the category of the programme. Correspondence education and many educational programmes by television and radio, as distinct from school broadcasting programmes designed for use in the classroom, are characteristically adapted to the needs of adults studying in their spare time and therefore belong in the 'adult education' category.

Borderline cases - Regular or Adult Education?

C39 It is apparent that the boundary between "regular" and "adult" education is by no means sharp and clear. We therefore look at a number of borderline cases and consider how the indicators listed above can be used to determine in which category an educational programme should be placed.

C40 There are in some countries "late-entry" schools and "remedial" education programmes, at primary and secondary levels, accommodating pupils of older than normal age who have never been to school or have interrupted their schooling. Here the content of the programme may be identical with the curriculum of the regular school programme. The location, teachers and teaching methods may also be identical. The providing agency may be the Ministry of Education or any institution in the school system. Perhaps the best indicators here would be the timing and the age of students. If the programme is part-time or held in the evenings only, and is thus designed for older people perhaps in working employment, it should be regarded as adult education. If it is full-time and in all other respects similar to comparable programmes for normal-age students, its classification may be more difficult. If all or most of the students are above normal age, or if entry is limited to such persons, it should be regarded as adult education. However the presence of some older or adult students in an otherwise regular school class should not be taken to mean that it is adult education.

C41 A similar case is that of the full-time 'post experience' courses provided by universities for older-than-normal students returning after a period of work. These may lead to the award of degrees with the same status as those of university courses for students of normal age. If, however, the content is adapted to the needs of older students and if all or most of the students are older than normal university age, these

programmes should be classed as adult education. However the arguments for distinguishing between adult and regular education are not so strong for ISCED levels 5, 6 and 7. The distinction between the adult generation and the younger generation is meaningful for higher education only where programmes are clearly intended for 'mature students,' for workers, professionals and housewives.

C42 An increasing number of countries are now establishing "open universities" and a range of institutions providing long-distance education, by correspondence and the mass media. Many such programmes also include face-to-face communication with teachers or tutors. Many of these programmes have content identical with, or closely similar to, that of the more traditional university courses and may award similar degrees or diplomas. If they are part-time, and clearly designed in this respect for students who are otherwise employed, they should be regarded as "adult education'" So the fact that the providing agency is called, for example, a "People's University" or an "Open University" does not mean, for the purpose of ISCED, that the programmes must be classified as regular school and university education. Conversely the use of mass media (e.g. T.V. or radio) in a full-time programme not otherwise adapted to older students, would not transform a "regular" university programme into "adult" education.

C43 Many higher degree courses in universities, particularly those involving research, are not closely tied to planned study times. Learning may be spread over longer and shorter periods and carried on at whatever time the student chooses and largely by means designed by himself. Research may be interspersed with other work or employment and in this sense 'part-time.' Nevertheless, if the student has continued up the ladder of education to this point it would appear that his higher study by research should be regarded as regular education.

C44 A number of institutions such as the Folk High Schools (in Scandinavia) and the Further Education Colleges (in the U.K.) provide educational programmes, both 'general' and 'vocational', for adults and young people who are normally considered as having "left school". Where these programmes are continuous with the end of secondary or even primary schooling and are full-time and designed for students of school or university age they should be regarded as regular education. Where, however, they are part-time or of short duration or otherwise designed to meet the needs of older students, and especially those already in employment, they should be regarded as adult education. Indeed it may be that the same institution will have to record some programmes as regular and some as adult. Similarly full-time technical and vocational training, for example, in technical schools, agricultural colleges and similar training institutions, following on secondary or even primary schooling, should be regarded as regular education, whether the providing agency is a Ministry of Education or 'education authority' or not, and even where it is in the private sector, for example, an industrial enterprise or trade union. However part-time technical and vocational training, apprenticeships, as well as 'sandwich' courses interspersed with periods of apprenticeship or employment, should be regarded as adult education, even if they are designed for young people of school or university age.

C45 Finally there are leisure-time programmes of education organized for young people who are enrolled in regular education. Where the programme is distinct from the curriculum of the school or university and is organized at times when the participants are not in their regular school or university (e.g. in holidays), it should be regarded as "out-of-school."

'Formal' and 'Non-Formal' Education Distinguished

C46 It is to be noted that the term 'informal' is not used in these definitions and categories. It was thought that this term could best be reserved to describe 'informal' methods of education, such as the active project-type teaching-learning approaches which are characteristic of a modern primary school or the 'horizontal' teaching-learning by discussion sometimes employed in 'formal' adult education.

C47 The distinction between 'formal' and 'non-formal' education, for the purposes of ISCED, has been based on the criterion of whether the students are 'enrolled' or 'registered.'

> 'Enrolment' is defined as: 'the act of identifying oneself as wishing to follow a particular educational programme and being accepted as a student.'
>
> 'Registration' means 'enrolment, followed by the recording of the student's name and other particulars in a register, which is often used to record attendances or submissions of written material.'

This criterion has been selected partly because statisticians will find it useful to have a single determining factor, partly because the criterion of enrolment or registration seems to be the most reliable distinguishing feature, and largely because, by definition, statistics of enrolment can only be collected for formal programmes.

C48 It is suggested that apprenticeships should be categorized as formal adult education since the apprentices are enrolled or registered to follow a course of training, even though much of the learning may be by observation and practice and little or none by class teaching.

C49 The same agency may sometimes provide both formal and non-formal education for the same clients in areas such as farmer training and agricultural extension, health education, community development or 'animation' programmes. For example, the agencies and services responsible may provide extensive non-formal programmes in which the "clients" or

"target audiences" are not enrolled or registered and other intensive programmes in which the same or other clients are enrolled or registered for residential programmes. These latter programmes should be recorded as formal adult education, whilst the "extension" programmes for which clients are not enrolled (even if provided by the same Service for the same clients), should be recorded as "non-formal."

C50 There may also be mass media programmes, such as literacy by television or radio farm forums, in which some members of the 'audience' are registered as students and others, probably an unknown number, follow the programme without enrolling. Such programmes should be recorded in the "formal" sector.

Special Education

C51 Special Education is defined in ISCED as education specially designed for exceptional students who, due to physical or mental handicap, extraordinary mental capacity, or special circumstances (e.g. a migratory or unusual way of life), must be provided with special aids or special teaching facilities. In many countries special programmes are provided, and these are found in adult education, both formal and non-formal, as well as in the regular school and university system.

C52 Unesco has listed seven categories of handicapped persons for whom such programmes are normally organized (see Appendix A, para. A25). Each of these categories will include persons of all ages, so it will be important to extend the coverage of statistics from regular education to adult education, both "formal" and "non-formal." The same criteria and indicators as are discussed above will generally apply in distinguishing these categories within Special Education. "Regular" programmes will normally be for children and young people of normal age, or in some cases older children who by reason of

their handicaps have been slower to move up the educational ladder, but are following the same courses as younger 'normal' pupils. Some 'regular' programmes will be in special schools, others may be given in special classes with special equipment or specially trained teachers. Those that are designed for older handicapped people above school or university age, such as vocational training for the physically disabled, will be classed as Adult Special Education. Where, as is usual, students are enrolled or registered the programme will be regarded as formal; other programmes, such as for example <u>educational</u> radio for the blind, or television for the deaf, where students are not enrolled or registered, will fall into the non-formal category. Appendices A and B indicate how statistics of Special Adult Education are to be recorded.